R E P O R T  R E S U M E S

ED 014 783 CG 001 116

WHAT CHICAGO DOES FOR THE MOBILE FAMILY.

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PUB DATE 4 SEP 67

EDRS PRICE MF-$0.25 HC-$0.68 15P.

DESCRIPTORS- *MIGRANT CHILDREN, *MIGRANT SCHOOLS, *DROPOUT PROGRAMS, *DISADVANTAGED YOUTH, EDUCATIONAL PROGRAMS, FAMILY MOBILITY, TRANSIENT CHILDREN, MIGRANT EDUCATION, SCHOOL DISTRICTS, DROPOUT PREVENTION, DROPOUT REHABILITATION, REMEDIAL READING CLINICS, PRESCHOOL EDUCATION, UNGRADED PRIMARY PROGRAMS, COOPERATIVE PROGRAMS, WORK STUDY PROGRAMS, TRUANCY, PROJECT HEADSTART

CHICAGO HAS IMPLEMENTED A NUMBER OF PROGRAMS DESIGNED TO PROVIDE QUALITY EDUCATION FOR PUPILS IN MIGRANT FAMILIES. THE BOARD OF EDUCATION HAS UTILIZED THESE RESOURCES--(1) THE DISTRICT 11 PROJECT, A THREE-PART PROGRAM ENCOURAGING YOUNG PEOPLE TO REMAIN IN SCHOOL, (2) AFTER SCHOOL READING CLASSES, (3) THE CONTINUOUS DEVELOPMENT PROGRAM, AN EXPANDING, UNGRADED PRIMARY PROGRAM, (4) THE PRESCHOOL CURRICULUM, NOW UNDER THE AUSPICES OF PROJECT HEAD START, (5) THE URBAN YOUTH PROGRAM, FOR PEOPLE BETWEEN THE AGES OF 16 AND 21 WHO ARE NOT IN SCHOOL OR AT WORK, (6) THE COOPERATIVE EDUCATION PROGRAM, SEVERAL EDUCATIONAL PROGRAMS WITH A WORK STUDY APPROACH, (7) THE SOCIAL CENTERS PROGRAM OF LEISURE TIME ACTIVITIES, AND (8) THE IMPACT PROGRAM, AN INTENSIVE PROJECT ATTACKING PROBLEMS OF TRUANCY AND NONATTENDANCE IN ELEMENTARY SCHOOL. AMONG OTHER PROGRAMS IN EFFECT ARE CHILD-PARENT EDUCATIONAL CENTERS, EDUCATIONAL AND VOCATIONAL GUIDANCE CENTERS, HELP FOR NON-ENGLISH SPEAKING PUPILS, AFTER SCHOOL LIBRARIES AND SPEECH CLINICS, A CULTURAL ENRICHMENT PROGRAM, A HIGH SCHOOL ORIENTATION DAY, AND A BACK-TO-SCHOOL DRIVE. NEW APPROACHES ARE CONSTANTLY BEING SOUGHT TO IMPROVE AND SUPPLANT THE EXISTING PROJECTS. THIS PAPER WAS PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, WASHINGTON, D.C., SEPTEMBER 4, 1967. (PR)

ED014783

Symposium - Psychological Services for Children of Mobile Families
APA Convention - September 4, 1967

# What Chicago Does for the Mobile Family

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Introductory Remarks:

Mobility of school population, in and out of Chicago, and also within the city, is a serious challenge in attempting to provide quality education. Individualized instruction to provide for the wide-range of ability of achievement of children from mobile families is a basic consideration in structuring educational programs to meet this challenge.

The many programs established in the Chicago Schools to serve the transient family, have not been based on any one single factor such as the occupation of the father. Therefore, within our schools, the children of military personnel are not singled out as a special problem. An attempt is made to provide each child with an educational program flexible enough to meet his needs. Over the past many years, because of this need for flexibility, the Chicago Public Schools have been organized on a district basis. At the present time, there are 27 separate districts composing the Chicago plan. Each of these is comparable to a small city school system with an enrollment of from 9,104 to 28,238. A district superintendent is the administrative head and is supported by the principals of the elementary, secondary, and special schools within the boundaries of the district. The special service personnel and consultants including psychologists, nurses, hearing and vision specialists, speech therapists, are assigned to the district staff.

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The educational program within each district is designed in terms of the demographic, the transiency, and the general diverse needs which exist within the environment. All but four of these districts are considered eligible for funding of programs under the Office of Economic Opportunity. Many programs, of course, are city-wide in scope but the district pattern of organization permits variation in these programs as well as the development of specific programs to meet the need of the mobile family, the culturally disadvantaged child, and the child from an incomplete home, the slow learner, the gifted, and all the others included in a school population of 549,113.

School psychological service is provided in district psychological centers within each of the 27 districts. In addition, school guidance personnel (counselors) have been available in every school on a full-time basis from kindergarten through high, since 1936. Students are referred for psychological evaluation by local school personnel for all types of school and personal adjustment problems. They are first screened by personnel within the schools. After examination, cases are staffed with our special education and medical personnel including psychiatrists, neurologist, cardiologist, otologist and pediatrician. A final written report is sent to the school. Where adjustment can be made to meet the needs of the individual child within the local school, this is recommended. If outside clinical or community service is indicated, the parents are advised. The Bureau of Child Study currently cooperates with over 400 agencies in the Greater Chicago Area. In excess of 20,000 new referrals are received for psychological service each year. Through its year-round psychological service, approximately 13,000 childr

were examined during the past year. Of these, 3,714 came from broken or incomplete homes, and 1,371 had a step-parent.

What Chicago Does for the Mobile Family:

It is not possible, in the brief time available this afternoon, to describe in detail all of the various programs currently operating within the Chicago system for children from migrant families. Naturally, many of these students have a family background reflecting limited formal education of parents, limited economic status, limited educational aspirations for children, meager resources for learning in the home, above-average number of children and frequent unemployment. They frequently reside in communities which represent conditions of human congestion, poor or deteriorating housing, limited open space and recreational facilities, chronic unemployment, above average incidence of crime and delinquency, few community organizations and limited indigenous leadership. The schools attended by these young people have frequently suffered from the pressures inflicted by the reflection of the results of impoverished home and congested community conditions and of high pupil turn-over.

The Chicago Board of Education, aware of these problems, has made use of local resources, independent grants, and federal financing to attempt solutions. Some of these are as follows:

District 11 Project:

Beginning in 1960 and continuing for four years, a special project existed in one of our school districts - District #11, jointly financed by a grant from the Ford Foundation and local funds. At its inception, District #11 ranked last among all school districts in median family income ($3,948); the adults in

the community had completed a median of 9.1 years of schooling and the district ranked very high in the percentage of overage pupils in the elementary schools.

The specific program consisted of three parts:

The In-School Program, designed to improve basic learnings and learning skills on a level warranting entrance into high school,

The After-School Program, designed to compliment the improvement of intellectual skills by a comparable improvement in cultural, social, and economic understandings of skills,

The Program for Parents, primarily of focusing on upgrading of skills, involvement in community affairs, and improved understanding and supportive assistance of parents in their relationship with children.

The basic problem was to improve the learning and extend the plan of learning to young people who, in the light of past exprience, were leaving school and abandoning further education before achieving a minimal education. Stated another way, this was a study of the problem of the "Drop-Out", the "Potential Drop-Out", the "Overage-underachiever", the "Out-of-School unemployed youth", the "unmotivated", and those with limited background. All of the elementary schools within the district participated. Class size of 30 overage boys and girls in school and a class size of 20 in Educational and Vocational Guidance Centers, were made administratively possible. The latter centers were established for the 14 to 16 year olds who were overage for elementary school placement.

Some general conclusions resulting from the project were: Approximately 85% of all elementary school graduates entered the receiving high schools or other post-elementary schools as freshmen and, of greater importance, remained in school.

Of those graduated from elementary school, approximately one-half reached high school one year earlier than would have been the case otherwise and an additional 7 reached high school a half year earlier.

> Overagedness is not something to be accepted as inevitable for large numbers of boys and girls.
>
> Overagedness is not primarily a function of innate and unchanging and unchangeable characteristics of the individual but rather a function of circumstances and conditions affecting the learning process.

Overagedness probably can be prevented in large measure and certainly can be greatly reduced by a combination of programs and procedures:

> Emphasis on communication skills and arithmetic in the in-school program, the after-school program, and the summer program, produced conclusive evidence that achievement in these areas improved at approximately double the rate which would have been expected had these pupils remained in normal school situations.
>
> The removal of seriously overage boys and girls from regular elementary school classes and their placement in a special project class (Educational and Vocational Guidance Class) significantly reduced the age spread of those remaining in regular classes and, together with a corresponding reduction in the number and types of problems with which the regular teacher had to deal, contributed heavily to a marked increase in individualized attention and learning achievement in the regular class.

In summary, the oft-heard association that the "massness" and overagedness in the great cities defeats attempts to deal with it effectively, simply is not true. The basic district study (District #11) resulted in other studies and the transfer of its successful techniques throughout the city.

<u>After School Reading Classes:</u>

One program growing out of the District #11 Project, the After-School Reading Classes, was initiated in 1962 with 6,300

children. As of Spring 1965, we had more than 25,000 children enrolled. Classes are limited to 20-25 pupils; similar after-school classes in arithmetic were also held. In addition, more than 22,000 children were enrolled in special reading classes in the summer of 1965. Under Public Law 89-10 of the Elementary and Secondary Education Act 1965 - Title I, an after-school program was begun in November of 1965 which involves 75,000 pupils in the fields of reading, arithmetic, guidance, and speech. In addition, the libraries are open and homework rooms have been established. Some of the basic facts of the program include the following: Average class size of 15 - maximum of 20; weekly in-service training for teachers; cultural field trips on Saturdays for children.

Continuous Development Program:

Chicago has had a continuous development organization (nongraded primary) for some time in a number of schools. This has been an expanding program in which all schools have begun the plan with the object of adding a grade a year until all grades are organized on this plan. This organization is excellent for all children but is especially important for children in disadvantaged areas and those from the mobile family. Much in-service education for teachers is involved in the program and the attention of the teachers is focused upon the individual needs of each pupil and ways to meet them.

The Preschool Curriculum:

In the summer of 1964, a preschool program was established in Chicago with six groups of children, 3½ to 4 years of age,

to experiment with methods of teaching preschool children and to enrich the educational backgrounds of youngsters in inner city neighborhoods.

In the summer of 1965, under Project Head Start, financed under the Economic Opportunity Act of 1964, the Chicago public schools provided preschool training for more than 20,500 children scheduled to begin kindergarten in September 1965. At least 85 percent of the children came from families of low income. Staffing consisted of one qualified teacher, one part-time assistant, and one full-time assistant for each class of 15 children, meeting in half-day sessions, morning or afternoon. Volunteer assistants also were utilized. Curriculum consultants, teacher-nurses, and parent-coordinators were assigned to the program which was designed to prepare the child to meet the challenges of school.

During the 1965-66 school year, the program for prekindergarten children was conducted in approximately 35 centers.

Child-Parent Educational Centers:

Parents are involved in the educational process of their children in the early stages. Self-concept is improved for both parent and child; aspirations are heightened. Six mobile classroom units are provided in four centers in high-poverty, eligible districts. Reduced class size, special services, including intensive psychological appraisal, and tailored educational programming are the components of the program. Nonpublic school pupils living in these eligible areas are included. Prekindergarten and kindergarten through grade two pupils attend. Prekindergarten children participate in half-day sessions; the first and second

grade pupils take part in full-day sessions.

Special Summer Schools:

Since 1960 a special elementary summer school program for grades 1 - 6 has been operating in disadvantaged and high transiency areas. School enrollments are limited to 600; grade enrollments to 100; and class size to 25 pupils. Classes are organized on the basis of reading achievement. Guided excursions are an integral part of these units. Forty percent of the program is devoted to language arts; twenty percent to mathematics; and forty percent to a science or social studies oriented unit. Teacher and children have lunch together; this is a social experience of importance as well as the opportunity to acquire, in an actual situation, a knowledge of a balanced meal. An important feature of this program is the daily in-service period for teachers.

Educational and Vocational Guidance Centers:

Chicago has provided eight educational and vocational guidance centers for the overage elementary school disadvantaged pupils. Classes are limited in size - 15 to 20 - and many special features are included in the program. The opening of four more centers through the use of Title I, Elementary and Secondary Education Act funds, has been approved.

Urban Youth Program:

The Chicago Public Schools Urban Youth Program is designed for young people between the ages of 16 and 21 who are out of school and out of work. Three distinct programs are: Census

and Counseling (Double C); Education and Employment (Double E), and Training and Transition (Double T).

The Double C Program - the purpose of this program is the identification of the dropout and follow-up counseling services for the student. The pre-employment workshop consists of ten evening group guidance conferences of one and one-half hour duration, scheduled over a five-week period. As a result of observation and objective data, the counselor may recommend the student for placement in either the Double E or the Double T program.

The Double E Program - a cooperative work-study program where the student spends 12 hours per week in school classes and 24 to 32 hours per week on the job in a merchandising or clerical occupation. Classes are conducted in English, social studies, business, and essential mathematics. They are operated for a ten-month period and high school credit is given.

The Double T Program - prepares the applicants for employment as hospital aides, food service employees, small appliance repairmen, garage and service station helpers, needle trades workers, and cosmetology workers.

Cooperative Education Program:

Several educational programs with a work-study approach have been established in Chicago. This program has been expanded with the number and types of cooperative programs involved in the partnership of the schools and businesses or industries. One program is cooperative work training - a three-year experimental project for students in high school and in education and vocational guidance centers who are low achievers or potential dropouts. The school provides a background required to get and hold a job while industry serves as the training ground and laboratory for the work experience.

Help for Non-English Speaking Pupils:

"Opportunity Rooms" have been set up in some schools to meet the needs of the large number of non-English-speaking newcomers

to Chicago, who are unprepared, because of a language barrier, to learn in the regular classrooms. In these classes, the newcomer is helped to adapt to his regular environment by providing for special language training and acculturation. Teachers are assigned to these classes who have some familiarity with the language of the group and who are aware of the backgrounds and needs of these children.

After-School Libraries:

Libraries have been open after school hours in 25 schools where public libraries are not convenient in order to provide a place in which children who are culturally disadvantaged can have access to books as well as a place to study with teacher help available.

Through the Elementary and Secondary Education Act of 1965, we now have after-school libraries in 233 schools. In addition to the regular librarian in these schools, a teacher works with the librarian to help the pupils develop independent study skills.

After-School Speech Clinics:

Nine after-school speech clinics (in addition to those operating during the day), operate eight months out of the year and provide assistance for those children with extremely serious speech problems.

Through the Elementary and Secondary Education Act of 1965, a program in speech improvement, which uses the group approach, is conducted in 225 schools.

Cultural Enrichment Program:

The cultural enrichment program, established in 1962 within the Department of Curriculum Development and Teaching, provides disadvantaged youth with cultural experiences geared to their individual backgrounds, age range, interests and needs. The program utilizes outstanding cultural resources in Chicago to enrich the curriculum by providing students with a variety of selected cultural experiences to motivate them to further study. Communication lines established with every major cultural medium in the city - museums, the Chicago Park System, television stations, and the performing arts -- assure that both existing and forthcoming programs are made known to teachers in advance in order that they may plan for appropriate class use.

Through the Elementary and Secondary Education Act of 1965, field trips are planned for pupils in grades 3,7,8,9,10, and 12. The trips for students in third, eighth and twelfth grades have a social studies focus developed to enrich the curriculum; trips for students in grade 7 are career-oriented; trips for those in grades 9 and 10 are career and citizenship-oriented. Approximately 1,400 pupils have been participating daily in these trips; trips on Saturday involve approximately 3,000 pupils.

High School Orientation Day:

A high school freshman orientation day, on the day prior to the opening of school, to which parents are also invited, helps to smooth the opening of school. This program is particularly valuable in schools serving disadvantaged youth where transiency and other problems in enrollment are factors.

Back to School Drive:

Chicago's back-to-school program was initiated in the summer of 1962. Its purpose is to obtain the earliest possible return of all children to their respective schools in September by having an attendance officer make a personal contact with parents in all homes where there is a history of late reentry or irregular attendance.

Social Centers Program:

To better serve the needs of disadvantaged children, the social centers program of recreation and leisure time activities has grown from 51 schools in 1953 to 196 schools in 1967. These centers are open after school, in the evening, and on Saturday mornings. In addition, the elementary program provides outdoor recreational activities from June through August. The general range of activities in elementary indoor centers includes gymnasium, dancing, table and active games, arts and crafts, music, and dramatics.

The high school program, in addition to the activities of the elementary program includes volleyball, basketball, roller skating, swimming, and riflery.

Impact Program:

This project is an intensive program designed to attack problems of non-attendance and truancy in elementary school. Its primary purpose is to coordinate services by following a series of steps in which the head attendance officer reinforces the home visits of the school attendance officer; the services of the teacher-nurse, social worker, and/or psychologist are utilized

fully. If, after parental conference, the problem still persists, the case is referred to a district committee under the direction of the district superintendent. Referral may be made for intensive treatment and a next step may be assignment of the pupil to an Impact room in the local school. Children from 7 to 11 years of age (grades 1 to 6) are placed in one class and those whose ages range between 11 and 13, in another. Personnel from the Bureau of Child Study, Department of Curriculum Development and Teaching, Bureau of Pupil Personnel Services, Bureau of Medical Services, and Special Education, serve as consultants to the program. Staff who have been involved in this project believe that Impact is a step in the direction of meeting a long-felt need.

Summary:

An attempt has been made to describe some of the programs in operation in the Chicago Schools for children from mobile families. As stated at the beginning, time did not permit a presentation of all of the programs currently in existence.

We do not believe we have obtained the answer to all of the problems in this area. We are constantly seeking ways to improve on the plans which have been described and to supplant these with newer approaches as we move ahead.

The school psychologist serves as a consultant on these programs both in their development and evaluation. In addition, the psychologist provides for individual clinical evaluation of students to insure that all instructional efforts are both appropriate and meaningful in terms of his individual needs.

Individual published reports on many of the programs described this afternoon, are available from the Department of Curriculum, Chicago Board of Education. A listing of some of these is included in the bibliography.

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All of the above are publications of the Chicago Board of Education.